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ABSTRACT

Follow Through is an early childhood program (kindergarten through third grade) established in 1967. The intent of the program is to sustain and expand on the gains made by children in Head Start or similar preschool programs. It is an educational program with a strong emphasis on community and parental involvement, as well as comprehensive services designed to meet the total needs of each child. The uniqueness of the program lies in its basic philosophy that a child's education is not limited to the school classroom but is related to many factors in a child's life. Based on the Parent Education Follow Through Model sponsored by the University of North Carolina at Chapel Hill, the Jacksonville program is located in 5 school sites (21 classrooms) and services approximately 550 children and their families. The components of the project include (1) administration, (2) instructional activities, (3) parent activities, (4) medical/dental services and health education, (5) nutrition, (6) social services, (7) psychological services, (8) staff and career development, and (9) evaluation. Result charts for the principal, teacher, parent educator, and parent surveys are included. (Author/PN)

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DUVAL COUNTY

FOLLOW THROUGH

FINAL EVALUATION REPORT

1981 - 1982

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AUDIT OVERVIEW

FOLLOW THROUGH ABSTRACT

Follow Through, an early childhood program (kindergarten through third grade), was established in 1967 as part of an amendment to the Economic Opportunity Act of 1964 to continue the Head Start program. The intent of Follow Through is to sustain and increase the gains made by children in Head Start or similar preschool programs. Follow Through places strong emphasis on community and parental involvement, as well as providing comprehensive services designed to meet the total needs of each child. The basic philosophy of the Follow Through program is that a child's education is not limited to the school classroom but is related to many factors in a child's life.

The Jacksonville (Duval County) Follow Through program adapts the Parent Education Follow Through Model sponsored by the University of North Carolina at Chapel Hill. The program in Jacksonville is located in five schools with twenty-one classrooms being involved. Over 500 children and their families were served by the program.

The components of the project include (1) administration, (2) instructional activities, (3) parent activities, (4) medical/dental services and health education, (5) nutrition, (6) social services, (7) psychological services, (8) staff and career development and (9) evaluation.

AUDIT PROCEDURES

During the interim and final audits, the Follow Through evaluator visited the schools participating in the project and conducted observations in Follow Through classrooms. Several parent educators were accompanied on home visits by the evaluator and informal conferences were held with various teachers, parent educators and principals. A survey was conducted that involved all of the Follow Through parents, teachers, parent educators and principals. Conferences were held with staff members and the documentary evidence indicating the progress of each component was examined and discussed.

The chart below provides an overview of the Follow Through project results by component objectives for the 1981-1982 school year. The "Number of Objectives" column indicates the number of objectives contained in a particular component. The "Number Met" column indicates the number of objectives that were achieved according to the criterion level specified in the 1981-1982 proposal. The "Percentage Met" column indicates the percentage of objectives that were met according to the criterion level specified by the proposal.

COMPONENT	NUMBER OF OBJECTIVES	NUMBER MET	NUMBER OF NON APPLICABLE	PERCENTAGE MET
Instruction	16	4	5	36%
Parent Activities	15	15	0	100%
Medical/Dental	5	5	0	100%
Nutrition	4	4	0	100%
Social Services	3	2	0	67%
Psychological Services	1	1	0	100%
Staff and Career Development	5	4	0	80%

FOLLOW THROUGH SCHOOLS

Twenty-one Follow Through classrooms are located in the following Duval County schools:

#06 - Mattie V. Rutherford Elementary School

- Kindergarten (1)*
- First Grade (1)
- Second Grade (1)
- Third Grade (1)

#08 - J. Allen Axson Elementary School

- Kindergarten (1)
- First Grade (1)
- Second Grade (1)
- Third Grade (1)

#15 Brentwood Elementary School

- Kindergarten (2)

#18 - Central Riverside Elementary School

- Kindergarten (2)
- First Grade (1)
- Second Grade (1)
- Third Grade (1)

#70 - North Shore Elementary School

- First Grade (2)
- Second Grade (2)
- Third Grade (2)

* Number of Follow Through classrooms

PROGRAM COMPONENTS AND OBJECTIVES

PROGRAM COMPONENTS AND OBJECTIVES

INTRODUCTION

The format of the 1981-1982 Final Evaluation Report follows the structure of the Follow Through proposal. The Follow Through program has nine distinct program components, each with its own activities and objectives.

The nine program components are as follows:

1. Administration Component
2. Instructional Component
3. Parent Activities Component
4. Medical/Dental Health Education Component
5. Nutrition Component
6. Social Services Component
7. Psychological Services Component
8. Staff and Career Development Component
9. Evaluation Component

ADMINISTRATION COMPONENT

The duties of the Follow Through supervisor, as outlined in the Federal Register, include the following:

1. supervising all project staff,

2. serving as a liaison between the local project and the various federal, regional, state and local agencies involved in the Follow Through program,

3. working with the Model Sponsor (University of North Carolina at Chapel Hill) to implement and coordinate Model Sponsor activities and objectives,

4. attending all relevant Follow Through meetings, workshops and training sessions sponsored by the Department of Education or the Model Sponsor,

5. ensuring that project components and activities are interrelated so that the children are not served in a fragmented manner,

6. maintaining communication and cooperation among the Model Sponsor, Follow Through parents, Parent Advisory Committee members, project staff, administrative and other school staff and the various community agencies and organizations which serve low income persons.

The Follow Through supervisor's time was devoted to management tasks, program implementation and fulfilling the requirements of the project proposal.

All of the components and activities of the Follow Through program were monitored by the supervisor. Regular staff meetings were held and provided a means for staff members to set common goals, share ideas, and address program concerns. To keep all project personnel informed, a monthly calendar of project activities was distributed. Follow Through classrooms were monitored by the project supervisor.

The supervisor maintained an ongoing relationship with the Community Action Agency, was a member of the Parent Child Center Board, and worked with the Head Start Project as well as ESEA Title I.

A close liaison was maintained with the Model Sponsor at the University of North Carolina (Chapel Hill) through frequent telephone conversations and letters. Model Sponsor activities and objectives were coordinated by the supervisor at the local level.

The supervisor represented the local project at Follow Through Conferences in Miami, Florida, in December, 1981, and in Chapel Hill, North Carolina, in April, 1982. The supervisor also submitted an article to the Model Sponsor which was published in the monthly newsletter.

The project supervisor worked to ensure that the nine project components were interrelated with appropriate activities to serve the student participants in the most beneficial manner.

INSTRUCTIONAL COMPONENT

One of the major goals of the Follow Through program is to increase the academic achievement of students by involving parents in the student's learning experiences both at home and in the Follow Through classroom. To meet this goal, the staff provides training for parents in teaching their children and distributes home learning activities which are specifically selected to meet the educational needs of each individual student. The main thrust of this parent training occurs during the weekly or bi-weekly home visit made by the parent educator. During that visit, the parent educator introduces the individualized home learning activities and teaches the parent how he/she can best use that activity with his/her child. Over 5,000 home visits were made during the 1981-82 school year. Workshops were also conducted for the purpose of assisting parents in developing skills which will assist them in working with their children.

Academic gains made by Follow Through students were measured by the Duval County Essential Skills Tests (EST), and the Stanford Achievement Test (SAT).

Using the Stanford Achievement Test (SAT), the Norm Referenced Model[1] was employed in the analysis of achievement data for first through third grade Follow Through students and fourth, fifth and sixth grade former Follow Through students. The Follow Through project students (and former students in fourth, fifth and sixth grades) were compared to a norm group comprised of a representative sample of children at the same grade level. The No Treatment Expectation (NTE) is that Follow Through students will maintain, at posttesting, the same achievement status with respect to the norm group as they had at pretesting. Where their posttest status is higher, it can be assumed that improvement resulted from participation in the Follow Through project. The validity of the Norm Referenced Model rests on the assumption that the achievement status of a particular subgroup remains constant relative to the norm group over the pretest to posttest interval if no special treatment is provided. An alpha level of .05 was set (using a one-tailed statistical test) as the criterion of statistical significance.

More detailed information on test results can be found in charts #I through #V.

[1]D.P. Horst, G.K. Tallmadge and C.T. Wood
Measuring Achievement Gains in Educational Projects
RMC Research Corporation Report UR-243

Instructional Component
Objectives

1.0

At least 80% of Follow Through kindergarten students enrolled at least six months will demonstrate readiness skills in the area of reading by attaining a score of at least 75% (passing) on the reading section of the Duval County Essential Skills Test.

Accomplishment of this objective will be ascertained by an analysis of the results on the reading section of the Duval County Essential Skills Test administered in the spring.

Results: 92.6% of the Follow Through kindergarten students scored at least 75% (passing) on the reading section of the Duval County Essential Skills Test.

2.0

At least 80% of the Follow Through kindergarten students who have been enrolled at least six months will demonstrate readiness in the area of mathematics by attaining a score of at least 75% (passing) on the mathematics section of the Duval County Essential Skills Test.

Accomplishment of this objective will be ascertained by an analysis of test scores on the mathematics section of the Duval County Essential Skills Test administered in the spring.

Results: 96.6% of the Follow Through kindergarten students scored at least 75% (passing) on the mathematics section of the Duval County Essential Skills Test.

3.0

Follow Through students in grade 1 will obtain a significantly higher mean scaled score on the Reading Part A, Reading Part B, and Word Study Skills sub-tests of the Stanford Achievement Test Primary I (administered in spring, 1982) compared to the Word Reading, Sentence Reading and Letter and Sounds sub-tests of the Stanford Early School Achievement Test (administered in fall, 1981) than would have been predicted if they had not participated in the project as determined by the Norm Referenced Evaluation Model.

Accomplishment of this objective will be ascertained by an analysis of test scores of Follow Through first graders on the selected sub-test of the Stanford Achievement Test Primary I compared to selected sub-test of the Stanford Early School Achievement Test using the Norm Referenced Evaluation Model (α = .05-single tailed statistical test).

Results: The SESAT was not administered by the Duval County School System in the fall of 1981; therefore it was not possible to make an analysis using the Norm Referenced Model. The results of the Stanford Achievement Test Primary I are as follows for Total Reading:

n of students 115
mean scaled score 112.72
standard deviation 13.85

4.0

Follow Through students in grade 1 will obtain a significantly higher mean scaled score on the Total Mathematics sub-test of the Stanford Achievement Test Primary I (administered in spring, 1982) compared to the Mathematics sub-test of the Stanford Early School Achievement Test (administered in fall, 1981) than would have been predicted if they had not participated in the project as determined by the Norm Referenced Evaluation Model.

Accomplishment of this objective will be ascertained by an analysis of test scores of Follow Through first graders on the selected sub-test of the Stanford Achievement Test Primary I compared to selected sub-test of the Stanford Early School Achievement Test using the Norm Referenced Evaluation Model (α = .05-single tailed statistical test).

Results: The SESAT was not administered by the Duval County School System in the fall of 1981; therefore it was not possible to make an analysis using the Norm Referenced Model.

The results of the Stanford Achievement Test Primary I are as follows for Total Mathematics:

n of students 115
mean scaled score 127.87
standard deviation 15.50

5.0

Follow Through Students in grade 1 will obtain a significantly higher mean scaled score on the Listening Comprehension sub-test of the Stanford Achievement Test Primary I (administered in spring, 1982) compared to the Aural Comprehension sub-test of the Stanford Early School Achievement Test (administered in fall, 1981)than would have been predicted if they had not participated in the project as determined by the Norm Referenced Evaluation Model.

Accomplishment of this objective will be ascertained by an analysis of test scores of Follow Through first graders on the selected sub-test of the Stanford Achievement Test Primary I compared to selected sub-test of the Stanford Early School Achievement Test using the Norm Referenced Evaluation Model (α = .05-single tailed statistical test).

Results: The SESAT was not administered by the Duval County School System in the fall of 1981; therefore it was not possible to make an analysis using the Norm Referenced Model. Listening Comprehension was not tested on the spring 1982 administration of the Stanford Achievement Test Primary I.

6.0

Follow Through students in grade 2 will gain a significantly higher mean scaled score on the Total Reading sub-tests of the Stanford Achievement Test than would have been predicted if they had not participated in the project as determined by the Norm Referenced Evaluation Model.

Accomplishment of this objective will be ascertained by an analysis of test scores of Follow Through second graders on the Total Reading sub-test of the Stanford Achievement Test using the Norm Referenced Evaluation Model (α = .05-single tailed statistical test).

Results: The objective was not met. The results were statistically significant in favor of the norm group. See Chart I.

7.0

Follow Through students in grade 2 will gain a significantly higher mean scaled score on the Total Mathematics sub-tests of the Stanford Achievement Test than would have been predicted if they had not participated in the program as determined by the Norm Referenced Evaluation Model.

Accomplishment of this objective will be ascertained by an analysis of test scores of Follow Through second graders on the Total Mathematics sub-test of the Stanford Achievement Test using the Norm Referenced Evaluation Model (α = .05-single tailed statistical test).

Results: The objective was not met. The results were statistically significant in favor of the Norm group. See Chart I.

8.0

Follow Through students in grade 2 will gain a significantly higher mean scaled score on the Listening Comprehension sub-test of the Stanford Achievement Test than would have been predicted if they had not participated in the project as determined by the Norm Referenced Evaluation Model.

Accomplishment of this objective will be ascertained by an analysis of test scores of Follow Through second graders on the Listening Comprehension sub-test of the Stanford Achievement Test using the Norm Referenced Evaluation Model (α = .05-single tailed statistical test).

Results: The Listening Comprehension sub-test was not administered this year.

9.0

Follow Through students in grade 3 will gain a significantly higher mean scaled score on the Total Reading sub-test of the Stanford Achievement Test than would have been predicted if they had not participated in the project as determined by the Norm Referenced Evaluation Model.

Accomplishment of this objective will be ascertained by an analysis of test scores of Follow Through third graders on the Total Reading sub-test of the Stanford Achievement Test using the Norm Referenced Evaluation Model (α = .05-single tailed statistical test).

Results: The objective was not met. The mean scaled score gain over the pretest was not statistically significant compared to the No Treatment Expectation. See Chart II.

10.0

Follow Through students in grade 3 will gain a significantly higher mean scaled score on the Total Mathematics sub-test of the Stanford Achievement Test than would have been predicted if they had not participated in the program as determined by the Norm Referenced Evaluation.

Accomplishment of this objective will be ascertained by an analysis of test scores of Follow Through third graders on the Total Mathematics sub-test of the Stanford Achievement Test using the

Norm Referenced Evaluation Model (α = .05-single tailed statistical test).

Results: The objective was not met. The results were statistically significant in favor of the norm group. See Chart II.

11.0

Follow Through students in grade 3 will gain a significantly higher mean scaled score on the Listening Comprehension sub-test of the Stanford Achievement Test than would have been predicted if they had not participated in the project as determined by the Norm Referenced Evaluation Model.

Accomplishment of this objective will be ascertained by an analysis of test scores of Follow Through third graders on the Listening Comprehension sub-test of the Stanford Achievement Test using the Norm Referenced Evaluation Model (α = .05-single tailed statistical test).

Results: The Listening Comprehension sub-test was not administered this year.

12.0

Former Follow Through students enrolled in Follow Through for at least two years will continue their academic achievement gain in Reading by attaining a significantly higher mean scaled score on the Total Reading sub-tests of the Stanford Achievement Test than would have been predicted if they had not participated in the project as determined by the Norm Referenced Evaluation Model.

Accomplishment of this objective will be ascertained by an analysis of test scores of former Follow Through students (fourth grade) Total Reading sub-test of the Stanford Achievement Test using the Norm Referenced Evaluation Model (α = .05-single tailed statistical test).

Results: The objective was not met. The results were statistically significant in favor of the norm group. See Chart III. The Norm Referenced Evaluation Model was also used to evaluate the academic performance of former Follow Through students who are now in grade five (See Chart IV) and grade six (See Chart V). These students were also enrolled in Follow Through at least two years.

13.0

Former Follow Through students enrolled in Follow Through for at least two years will continue their academic achievement gain in Mathematics by attaining a significantly higher mean scaled score on the Total Mathematics sub-test of the Stanford Achievement Test than would have been predicted if they had not participated in the project as determined by the Norm Referenced Evaluation Model.

Accomplishment of this objective will be ascertained by an analysis of test scores of former Follow Through students (fourth grade) Total Mathematics sub-test of the Stanford Achievement Test using the Norm Referenced Evaluation Model (α = .05-single tailed statistical test).

Results: The objective was not met. The results were statistically significant in favor of the norm group. See Chart III. The Norm Referenced Evaluation Model was also used to evaluate the academic performance of former Follow Through students who are now in grade five (See Chart IV) and grade six (See Chart V). These students were also enrolled in Follow Through at least two years.

14.0

At least 75% of the Parent Educators and teachers will plan for home visits at least one-half hour per week.

Accomplishment of this objective will be ascertained by an analysis of the Parent Educator Weekly Report.

Results: 98.03% of the parent educators who made home visits planned at least one-half hour per week with the classroom teacher.

15.0

In order to insure maxium individualization of the home learning activity, 80% of the Parent Educators will deliver one different task per twelve students based upon the students' needs during the quarterly reporting period.

Accomplishment of this objective will be ascertained by an analysis of the Parent Educator Weekly Report.

Results: 100% of the Parent Educators met the criterion of one different task per 12 children during the quarterly reporting period. This criterion was achieved 80% of the time.

16.0

At least 80% of the Follow Through families will be visited at least 75% of the planned visits.

Accomplishment of this objective will be ascertained by an analysis of the Parent Educator Weekly Report.

Results: 68.05% of the Follow Through families were visited at least 75% of the planned visits.

CHART I

FOLLOW THROUGH
STANFORD ACHIEVEMENT TEST RESULTS
1981 - 1982
NORM REFERENCED MODEL

GRADE TWO

	N	Pre-test Mean	Pre-test Std Dev	Post-test Mean	Post-test Std Dev	NTE	t Value	Conclusion
TOTAL READING	115	115.41	11.94	122.91	13.80	131.5	-9.17	statistically significant in favor of norm group
TOTAL MATH	115	123.72	8.07	127.84	8.00	136.0	-11.32	statistically significant in favor of norm group

Significance determined at
an α level of .05.
t-test was single-tailed

Means are expressed
as scaled scores

CHART II

FOLLOW THROUGH
STANFORD ACHIEVEMENT TEST RESULTS
1981 - 1982
NORM REFERENCED MODEL

GRADE THREE

	N	Pre-test Mean	Pre-test Std Dev	Post-test Mean	Post-test Std Dev	NTE	t Value	Conclusion
TOTAL READING	118	127.8	11.33	138.52	12.44	138.0	.814	not statistically significant
TOTAL MATH	118	131.37	8.97	141.38	9.94	143.5	-2.88	statistically significant in favor of norm group

Significance determined at an α level of .05.
t-test was single-tailed

Means are expressed as scaled scores

CHART III

FOLLOW THROUGH
STANFORD ACHIEVEMENT TEST RESULTS
1981 - 1982
NORM REFERENCED MODEL

GRADE FOUR
(FORMER FOLLOW THROUGH STUDENTS)

	N	Pre-test		Post-test		NTE	t Value	Conclusion
		Mean	Std Dev	Mean	Std Dev			
TOTAL READING	124	142.20	13.86	148.02	11.20	154.5	-6.75	statistically significant in favor of norm group
TOTAL MATH	124	144.43	12.33	148.27	12.94	155	-6.01	statistically significant in favor of norm group

Significance determined at
an α level of .05.
t-test was single-tailed

Means are expressed
as scaled scores

CHART IV

FOLLOW THROUGH
STANFORD ACHIEVEMENT TEST RESULTS
1981 - 1982
NORM REFERENCED MODEL

GRADE FIVE
(FORMER FOLLOW THROUGH STUDENTS)

	N	Pre-test Mean	Pre-test Std Dev	Post-test Mean	Post-test Std Dev	NTE	t Value	Conclusion
TOTAL READING	69	151.29	14.79	164.25	18.84	159.0	3.00	statistically significant in favor of Follow Through
TOTAL MATH	70	150.86	13.42	165.67	12.55	164	1.38	not statistically significant

Significance determined at
an α level of .05.
t-test was single-tailed

Means are expressed
as scaled scores

CHART V

FOLLOW THROUGH
STANFORD ACHIEVEMENT TEST RESULTS
1981 - 1982
NORM REFERENCED MODEL

GRADE SIX
(FORMER FOLLOW THROUGH STUDENTS)

	N	Pre-test		Post-test		NTE	t Value	Conclusion
		Mean	Std Dev	Mean	Std Dev			
TOTAL READING	64	164.2	13.39	165.5	12.50	172.0	-5.23	statistically significant in favor of norm group
TOTAL MATH	64	166.63	13.12	171.45	14.5	173.0	-1.41	not statistically significant

Significance determined at
an α level of .05.
t-test was single-tailed

Means are expressed
as scaled scores

PARENT ACTIVITIES COMPONENT

Follow Through parents are involved in all phases of the project. In addition to volunteering in Follow Through classrooms, parents attended PAC meetings, PAC related activities, training sessions, and workshops. Parents served on eleven PAC committees during 1981-1982 and made 457 decisions at 81 committee meetings. (See Third Quarterly Report to Model Sponsor in Appendix.)

OBJECTIVES

For parents of Follow Through children to maintain involvement in the educational process of the Follow Through program and through the Parent Advisory Committee to assist project personnel in its successful implementation.

To determine the effectiveness of this component, an audit of the documentary evidence such as volunteer sign-in sheets, minutes of parent meetings, records indicating decisions and actions of parents, the monitoring of parent meetings, and records of the specialist will be conducted. The audit should reflect that:

1.1 The by-laws were reviewed and revised when necessary.

Results: The by-laws were reviewed and approved by the Parent Advisory Committee at the October, 1981 meeting and the January, 1982 meeting.

1.2 A workshop to develop the proposal was conducted and the proposal was approved by the PAC.

Results: Workshops were conducted to develop the proposal on March 10, and April 8, 1982, and final approval by the PAC was made on April 21, 1982.

1.3 Parents participated in developing criteria for selecting professional staff.

Results: Criteria for the selection of professional staff were approved and utilized by the PAC at the September and October, 1981 meetings.

1.4 Parents assisted in the development of criteria for the selection of paraprofessional staff and made recommendations regarding selections.

Results: Criteria for the selection of a paraprofessional staff were approved and utilized by the PAC at personnel screenings and the October, 1981, meeting.

1.5 Parents helped develop criteria for selecting and recruiting of eligible children.

Results: Criteria for the selection of students in Follow Through classes were developed and approved by the PAC at the October, 1981, meeting.

1.6 An indication by the project supervisor that the PAC contributed to his/her effectiveness.

Results: Memoranda were sent by the project supervisor to the evaluation office on December 1, 1981, and May 25, 1982, stating that the PAC had contributed to her effectiveness.

1.7 An operating procedure for grievance was approved by the PAC and distributed to parents.

Results: The Grievance Procedures were approved by the PAC at the October, 1981, meeting and were distributed via U. S. Mail to all Follow Through parents.

1.8 The PAC had active participation in community projects beneficial to Follow Through.

Results: The PAC was involved in two community projects during 1981-1982: contributions made to the Food Bank in May, 1982 and coding of surveys for the "Keep Jacksonville Beautiful," Project in March, 1982.

1.9 Parents, parent educators, and staff members met at least twice to plan for career development for paraprofessionals.

Results: Meetings were held on November 17, 1981, and November 18, 1981, to plan for career development for paraprofessionals.

1.10 At least 35% of the parents of children who have received "one-third exposure time to the program" in a quarterly reporting period attended a PAC meeting (either school or city-wide).

Results: During 1981-1982, 50.91% of the parents who had received "one-third exposure time to the program" attended a PAC meeting (either school or city-wide).

Note: Children who have received "one-third exposure time to the program" are those children who were enrolled in a Follow Through classroom for at least one-third of the quarterly reporting period.

1.11 At least 20% of the parents of children who have received "one-third exposure time to the program" in a quarterly reporting period attended a PAC related activity.

Results: During 1981-1982, 65.92% of the parents who had received "one-third exposure time to the program" attended a PAC related activity.

1.12 At least 35% of the parents of children who have received "one-third exposure time to the program" in a quarterly reporting period volunteered in support of classroom activities.

Results: During 1981-1982, 73.63% of the parents of children who received "one-third exposure time to the program" volunteered in support of classroom activities.

1.13 Twenty-five percent of parent classroom volunteers spent time in classroom instructional activities as measured by their self-reports.

Results: During 1981-1982, 58.40% of the parents of children who had received "one-third exposure time to the program" spent time in classroom instructional activities as measured by their self-reports.

1.14 Via the PAC and the PAC Executive Committee, as well as task development and other participation, parents took an active role in making program decisions.

Results: Follow Through parents, via the PAC et al., took an active role in making program decisions (For specifics see Appendix-Third Quarterly Report to the Model Sponsor).

1.15 The PAC with the help of Follow Through evaluation, collected data concerning the attitudes and activities of Follow Through parents and presented a written report.

Results: Parent attitude surveys were conducted during the interim and final audits (for results of interim survey, see Follow Through Interim Evaluation Report, 1981-1982; for results of final survey, see survey section of this report).

MEDICAL/DENTAL AND HEALTH EDUCATION COMPONENT

The Follow Through project assists in the identification and remediation of those physical and dental problems which adversely affect the student's ability to succeed in a school setting. The second week of January was designated as a medical/dental observation period. Classroom teachers received a list of indicators which might signal a medical/dental problem. Follow Through teachers reported to the staff any students who appeared to have a medical/dental problem.

Follow Through students in need of dental care have been referred to the appropriate agencies. Follow Through students in need of medical care have also been referred to the appropriate agencies. At this time, Follow Through classes received supplemental health literature, and all parents received literature explaining the availability of community services.

OBJECTIVES

To assist in the identification and remediation of those physical and dental problems which adversely affect the Follow Through child's ability to succeed in a school setting.

1.1 Ninety-five percent of the students will receive the required screenings.

Results: During the week of January 11, 1982, a letter was sent to Follow Through teachers asking them to identify the physical and dental needs of Follow Through students and to send referrals to the Follow Through social worker. A list of observable symptoms was furnished to assist the teacher in identifying these needs.

1.2 Ninety-five percent of the students will receive information where they may obtain needed medical and dental services

Results: At the March, 1982 PAC meeting, information pertaining to medical and dental services was distributed to all who were in attendance. A TEL-MED brochure detailing available medical and dental services was disseminated to all Follow Through parents.

1.3 One hundred percent of the classrooms will receive the supplemental health literature.

Results: During the week of January 11, 1982, a Guide for Health Observations by Principals and Teachers was sent to all Follow Through teachers.

1.4 Information explaining the availability of community services to parents will be distributed to parents and students.

Results: An information brochure outlining community services available to Follow Through parents was disseminated to all Follow Through parents in the spring of 1982.

1.5 Ninety percent of the students and their families will receive health education about their specific problems.

Results: One hundred percent of the students and their families who had health problems were instructed concerning the problem and were referred to the appropriate agency.

NUTRITION COMPONENT

The Follow Through nutritionist is responsible for the distribution of information concerning nutrition to children and families in the program. To accomplish this the nutritionist conducts demonstrations in each of the Follow Through classrooms and involves children in the preparation and sampling of various foods. Cafeteria observations are conducted on a regular basis and the nutritionist is available for consultation with parents.

OBJECTIVES

To determine the effectiveness of this component, an audit of all records was conducted. The audit reflected the following:

1.1 One parent from each Follow Through school participated in a demonstration/workshop or class-to-class conference.

Results: During the 1981-82 school year, 46 parents participated in the workshops. Parents from all five Follow Through schools were represented.

1.2 Demonstrations were conducted for each class using information on the basic food groups.

Results: A total of 40 demonstrations were made in Follow Through classrooms. All classrooms received at least one demonstration.

1.3 Memoranda were distributed bi-monthly.

Results: Memoranda concerning good nutrition practices, shopping tips, budgeting, and related subjects were distributed bi-monthly.

1.4 Observations of Follow Through students interacting with parents and other children were conducted.

Results: Regular observations were made by the nutritionist in the school cafeterias during both breakfast and lunch.

SOCIAL SERVICES COMPONENT

The primary goal of the Social Services Component is to insure that Follow Through families receive the needed social services that contribute to their overall well being. The Follow Through social worker establishes the eligibility of students for health services, maintains rosters on a monthly basis, handles social service referrals, conducts workshops for parents concerning help available from various community agencies, and is available on a full-time basis for individual problems.

The Follow Through social worker is also a member of the Head Start Advisory Council and serves as a liaison between Head Start and Follow Through.

OBJECTIVES

To determine the effectiveness of this component, an audit of student service rosters, referral records and other appropriate documentary evidence was conducted. The audit reflected that:

1.1 Ninety percent of the needed social services available through Follow Through have been provided.

Results: Ninety-nine percent of the needed social services have been provided, (a total of 133).

1.2 Eighty percent of the referred parents who require services from other agencies have been assisted in their efforts to secure these services.

Results: One hundred percent of the parents requiring service from other agencies have been assisted. The referrals include City Welfare, Health and Rehabilitative Services, HUD, Lutheran Social Services Food Bank, University Hospital, Florida Society for Prevention of Blindness, Public Health Clinic, and Community Action Agency.

1.3 The eligibility determination had been made for at least 90% of the Follow Through children by December 30, 1981.

Results: As of December 30, 1981, the eligibility determination has been made for 72.49% of the students (390 of 538). This was 100% of the students for whom the Confidential Statements of Income were available. Eligibility is determined by the Department of Education Income Poverty Guidelines for the 1981-1982 school year.

PSYCHOLOGICAL SERVICES COMPONENT

The goal of the Psychological Services component is to verify that Follow Through children have received psychological services which contribute to the well being of the child and the family. To accomplish this, Follow Through teachers referred students who indicated a need for psychological services to the Duval County Psychological Services Section. The Psychological Services Section then provides psychological testing for the students referred and Duval County Exceptional Student Services provides special education services to those students meeting the criteria for those services.

OBJECTIVES

For Follow Through children to receive psychological services which contribute to the well being of the students and their families.

An audit of the student records and interviews with Follow Through teachers will ascertain that students indicating a need for psychological services have been referred.

Results: Data from the Exceptional Education Management Information System (EEMIS) were analyzed by the Follow Through evaluator and the results are as follows:

1. Sixteen students have been referred to Exceptional Student Services by the Follow Through classroom teachers for possible placement in an exceptional education program. The eligibility determination will be made for these students after psychological testing and articulation staffing.

2. Forty-seven students are receiving speech therapy.

3. Twelve students are enrolled in part-time classes for the emotionally handicapped.

4. Nine students are enrolled in part-time classes for the specific learning disabled.

5. Three students are receiving speech therapy and are enrolled in part-time classes for the emotionally handicapped (their totals are not reflected in items #2 or or #3 above).

6. Four students are receiving speech therapy and are enrolled in part-time classes for the specific learning disabled (Their totals are not reflected in items #2 or #4 above).

7. Three students are enrolled in the gifted program.

Follow Through classroom teachers have not indicated any difficulty with the referral service now in use and referrals and placements of Follow Through students are occurring on a regular basis.

In addition, Duval County school guidance counselors provide counseling service to Follow Through students needing those services.

STAFF AND CAREER DEVELOPMENT COMPONENT

The Staff and Career Development Component involves the following:

1. the implementation of monthly inservice training sessions for parent educators
2. the monitoring of home visits
3. the provision of task-planning sessions for teachers and parent educators
4. the provision of classroom volunteer training for parents.

OBJECTIVES

The Follow Through Staff will provide training in staff and career development.

To determine the effectiveness of this component, an audit of the specialist's records, sign-in sheets, and/or other documentary evidence will be conducted. The audit will reflect that:

1.1 Seventy-five percent of the parent educators have participated in the monthly half-day inservice sessions.

Results: Seventy-eight percent of the parent educators have participated in the monthly half-day inservice sessions.

1.2 The specialist accompanied ninety percent of the parent educators on a home visit at least once during the year.

Results: The specialist accompanied twenty-one parent educators on a home visit at least once during the year. This was one hundred percent of the parent educators who made home visits.

1.3 At least seventy-five percent of the parent educators and teachers participated in the tasks planning sessions.

Results: One hundred percent of the parent educators and teachers participated in the sessions. Twenty-six task planning sessions were held during the year.

1.4 At least six workshops in classroom volunteering were conducted with a minimum of ten parents attending, of whom at least seventy-five percent rated the workshop as effective.

Results: Six workshops in classroom volunteering were conducted with a minimum of ten parents attending, all of whom rated the workshops as effective.

1.5 Parent educator III's accompanied parent educators on home visits at least two times per parent educator and provided feedback concerning home visit procedures.

Results: Parent educator III's accompanied nineteen of the twenty-one parent educators on home visits at least two times during the year.

Additional inservices have been held for Follow Through teachers and parent educators this year. These inservices were designed to increase the awareness of reading-Language Arts approaches, to facilitate the use of flannel board stories, and to correlate reading skills with the Ginn Reading Program.

EVALUATION COMPONENT

The duties of the Follow Through evaluator are to investigate program implementation according to proposal specifications, adherence to federal rules and regulations and the progress toward the achievement of objectives (from proposal and Model Sponsor).

During the 1981-1982 school year, the Follow Through evaluator has:

1. modified the data collection system,
2. assisted with development of appeal to Department of Education for reinstatement of local Follow Through Project,
3. modified the instructional component of the Follow Through 1981-1982 proposal,
4. compiled and analyzed the data for the three quarterly reports to the model sponsor (including individual breakdown for project schools),
5. developed survey forms and a survey distribution method for the interim and final audits,
6. entered Follow Through identification data and addresses on Student Information Management System (SIMS),
7. made presentations at PAC meetings, workshops and staff meetings,
8. attended the Model Sponsor annual conference at the University of North Carolina (Chapel Hill),
9. compiled and analyzed Duval County Essential Skills Test results for Follow Through students,
10. analyzed (using the Norm Referenced Evaluation Model) the Stanford Achievement Test results for Follow Through students in first through third grade, and for former Follow Through students,
11. compiled information regarding home visits, sex and ethnic distribution, previous Headstart and exceptional student status for Follow Through students,
12. completed the Interim and Final Evaluation reports.

SURVEY RESULTS

INTRODUCTION

The following section contains the results of the Spring, 1982 survey forms sent to Follow Through principals, classroom teachers, parent educators and parents.

The chart below illustrates the number and percentage of persons responding to the surveys.

	PRINCIPALS	TEACHERS	PARENT EDUCATORS	PARENTS
Number Involved	5	21	25	538
Number Responded	5	19	23	134
Percent Responded	100%	90.4%	92.0%	24.9%

PRINCIPAL SURVEY

Follow Through principals rated fourteen elements of the Follow Through program in terms of what they felt to be of most value to the students in the program and to themselves in their work as administrators.

Data shown on the chart below are the percentages of responses for each rating.

ITEMS	Extremely Valuable	Valuable	Of Little Value	Of No Value	No Response
1. Home Visits	60%	20%	20%	0%	0%
2. Home Learning Activities	20%	60%	20%	0%	0%
3. Parent-educator's help in classroom	40%	60%	0%	0%	0%
4. Parent's Help in Classroom	20%	80%	0%	0%	0%
5. Planning Time (Teacher/PE)	40%	60%	0%	0%	0%
6. Social Services	60%	20%	20%	0%	0%
7. Health Services	40%	40%	20%	0%	0%
8. Follow Through Workshop	20%	40%	20%	20%	0%
9. Assistance from Follow Through Staff	40%	20%	40%	0%	0%
10. Feedback from Follow Through Staff	40%	20%	20%	20%	0%
11. Nutrition Demonstrations	80%	20%	0%	0%	0%
12. PAC and sub-PAC meeting	0%	40%	60%	0%	0%
13. PAC Related Activities	0%	60%	40%	0%	0%
14. Task Diversity	20%	20%	60%	0%	0%

TEACHER SURVEY

Follow Through teachers rated fourteen elements of the Follow Through program in terms of what they felt to be of most value to the students in the program and to themselves in their work as teachers. Two teachers indicated that they did not want to participate in the survey.

Data shown on the chart below are the percentages of responses for each rating.

	Extremely Valuable	Valuable	Of Little Value	Of No Value	No Response
1. Home Visits	25.0%	20.0%	50.0%	0%	5.0%
2. Home Learning Activities	21.1%	31.6%	42.1%	0%	5.2%
3. Parent-Educator's Help in Classroom	50.0%	30.0%	15.0%	0%	5.0%
4. Parent's Help in Classroom	15.0%	30.0%	35.0%	15.0%	5.0%
5. Planning Time (Teacher/PE)	36.8%	26.3%	26.3%	5.3%	5.3%
6. Social Services	47.6%	42.9%	4.7%	0%	4.8%
7. Health Services	31.3%	37.5%	12.5%	12.5%	6.2%
8. Follow Through Workshops	11.1%	44.4%	16.7%	22.2%	5.6%
9. Assistance from Follow Through Staff	19.0%	19.0%	52.4%	4.8%	4.8%
10. Feedback from Follow Through Staff	15.0%	30.0%	40.0%	10.0%	5.0%
11. Nutrition Demonstrations	70.0%	20.0%	0.0%	0.0%	10.0%
12. PAC and sub-PAC Meetings	14.3%	14.3%	42.9%	21.4%	7.1%
13. PAC Related Activities	13.3%	6.7%	60.0%	13.3%	6.7%
14. Task Diversity	20.0%	30.0%	35.0%	10.0%	5.0%

PARENT EDUCATOR SURVEY

Follow Through parent educators rated fourteen elements of the Follow Through program in terms of what they felt to be of most value to the students in the program and to themselves in their work as parent educators.

Data shown on the chart below are the percentage of responses for each rating.

	Extremely Valuable	Valuable	Of Little Value	Of No Value	No Response
1. Home Visits	50.0%	42.0%	8.0%	0%	0%
2. Home Learning Activities	52.0%	43.5%	4.5%	0%	0%
3. Parent-educator's Help in Classroom	73.0%	23.0%	0%	0%	0%
4. Parent's Help in Classroom	45.5%	54.5%	0%	0%	0%
5. Planning Time (Teacher/PE)	77.3%	18.2%	4.5%	0%	0%
6. Social Services	60.9%	39.1%	0%	0%	0%
7. Health Services	63.6%	36.4%	0%	0%	0%
8. Follow Through Workshops	57.1%	33.3%	4.8%	4.8%	0%
9. Assistance from Follow Through Staff	54.5%	36.4%	4.5%	4.6%	0%
10. Feedback from Follow Through Staff	54.5%	31.8%	9.2%	4.5%	0%
11. Nutrition Demonstrations	72.7%	27.3%	0%	0%	0%
12. PAC and sub-PAC Meetings	52.4%	38.1%	0%	9.5%	0%
13. PAC Related Activities	42.9%	47.6%	4.7%	4.8%	0%
14. Task Diversity	59.1%	31.8%	0%	9.1%	0%

PARENT SURVEY

Follow Through parents (n=134) responded to the survey by answering "Yes" or "No" to seven different statements and by indicating their level of agreement with each of seven different statements concerning the operation of the program. In addition parents were asked to respond by writing comments to two additional questions. Data shown on the following charts indicate the percentage of responses for each level of agreement. A compilation of the comments follow the charts.

	Yes	No	No Response
1a I receive home visits from my parent educator once every two weeks.	78.4	21.6	0
2a I have attended at least one City-wide PAC or Sub-PAC meeting.	43.3	56.7	0
3a Follow Through provides a variety of home learning activities for my child and me to do together.	94.3	5.7	0
4a I receive information from Follow Through explaining where I may obtain needed medical and dental services for my child.	78.6	21.4	0
5a The social worker has provided me with help for my family.	42.3	56.7	0
6a I receive nutrition memos from Follow Through every two months.	81.5	18.5	0
7a I have volunteered in my child's classroom this year.	48.5	51.5	0

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree	No Response
1b The information that I receive during home visits helps me to help my child.	75.6	19.8	.9	3.7	0
2b The information I receive at PAC Meetings is helpful.	63.9	26.7	3.6	5.8	0
3b Home learning activities are fun.	79.2	16.5	1.7	2.6	0
4b My family has been helped by receiving medical and dental information.	44.4	26.2	14.1	15.3	0
5b Social Service help has been valuable for my family.	48.3	26.3	13.1	12.3	0
6b The memos on good nutrition are useful to me.	75.5	18.2	5.7	8.6	0
7b I feel accepted in the Follow Through classroom as a parent volunteer.	62.0	21.0	10.5	6.5	0

-continued-

8. The home learning activities that have been helpful to my child are:

a) Math and English
b) Distinguishing between suffixes and prefixes
c) Alphabets
d) Spelling
e) Matching pictures and numbers
f) Puzzles
g) Working together activities
h) Consonant sounds
i) Learning synonyms
j) Improving English Usage
k) Helping child to learn to write names
l) Color recognition
m) Bingo
n) Sizes and shapes
o) Writing improvement
p) The Math Train; The Bear Series; The Thinking Game
q) Reading Improvement
r) Improving listening skills
s) Learning to tell time

9. The Follow Through Program has been good in helping me to help my child in the following ways:

a) More motivated
b) Hominoes and Suminoes
c) Making up games and stories
d) Counting
e) Make and Take workshop
f) Working with the nutritionist
g) Increases patience (parent)
i) Improve math, reading, and English skills
j) Discrimination of letters and sounds
k) Read road signs
l) Independent thinking
m) Building self-confidence
n) Recognition of numbers and letters

APPENDIX

Third Quarterly Report to Model Sponsor

Achievement of Objectives

1981-82

Community Jacksonville

Quarterly Reporting Period June 15, 1982

Objectives

1. During the 1981-82 school year, at least 35% of the parents will attend a PAC meeting (either school or city-wide PAC).

Total Number of Families	Number of Families at Meetings	*Percentage of Families at Meetings
493	251	50.91%

2. During the 1981-82 school year, parents will serve on PAC committees dealing with such matters as personnel selection, proposal writing and task evaluation and development, grievances, comprehensive services, career opportunities, PAC activities, budget and project evaluation, as evidenced by rosters of parent members.

   Please indicate the committees for which you have rosters.

Committee 1	City-Wide PAC	Committee 6	Workshops
Committee 2	Sub-PAC	Committee 7	Social Services
Committee 3	Executive Board	Committee 8	Career Development
Committee 4	Personnel Screening	Committee 9	Proposal
Committee 5	Parent Activities	Committee 10	By-Laws

3. During the 1981-82 school year, parents will be active in making decisions via the PAC committees and PAC executive committee in all areas of the project as evidenced by committee minutes, parent-developed tasks and minutes of other groups such as school board, etc., which reflect PAC participation.

   PLEASE SEE ATTACHMENT #1.

4. During the 1981-82 school year, at least 20% of the parents will attend a PAC related activity other than a PAC meeting.

Total Number of Families	Number of Families at Related Activity	*Percentage of Families at Related Activity
493	325	65.92%

5. During the 1981-82 school year, at least 35% of parents will volunteer for classroom activities.

Total Number of Families	Number of Families Volunteering for Classroom Activities	*Percentage of Families Volunteering for Classroom Activities
493	363	73.63%

6. During the 1981-82 school year, at least 80% of the children will be visited at least 75% of the number of visits planned as measured by the Parent Educator Weekly Report.

Total Number of Children	Number of Children That Were Visited at Least 75% of the Number of Visits Planned	*Percentage That Were Visited at Least 75% of the Number of Visits Planned
507	345	68.05%

7. During the 1981-82 school year, 25% of parent classroom volunteers will spend time in classroom instructional activities, as measured by their self-report of the manner in which they spent their time as a volunteer.

Total Number of Parent Classroom Volunteers (Family Units)	Number of Parent-Classroom Volunteers (Family Units) Spending Time in Instructional Activities	*Percentage of Parent Classroom Volunteers (Family Units) Spending Time in Instructional Activities
363	212	58.40%

8. Objective #8 was deleted for the 1981-82 school year.

9. During the 1981-82 school year, teachers and parent educators will show evidence of planning for home visits as shown by the time noted on the PEWR sheet. At least 75% of the parent educator-teacher dyads will indicate they planned for at least one-half (1/2) hour for the week's home visits.

Total Number of Parent Educator-Teacher Dyads	Number of Parent Educator-Teacher Dyads Who Planned for at least 1/2 Hour for the Week's Home Visits	*Percentage of Parent Educator-Teacher Dyads Who Planned for at Least 1/2 Hour for the Week's Home Visits
609	597	98.03%

*Calculated with 21 Parent Educators making home visits.

725	675	93.10%

*Calculated with an additional four Parent Educators not making home visits.

10. During the 1981-82 school year, teachers and parent educators will show diversity in the tasks they select to be used in the home visits.

Local Goal: 80% of the PE's will meet the criterion of one different task per 12 children during the quarterly reporting period. This criterion will be achieved 80% of the time.

100% of the Parent Educators met the criterion of one different task per 12 children during the quarterly reporting period. This criterion was achieved 80% of the time.

Qualified/Non-qualified Information

Definition of Acceptance: Families "accepting home visits" are families with at least 1/3 exposure time to the program who have received at least one visit during the quarterly reporting period.

	Number of Qualified Families		Number of Non-qualified Families	
	#	%	#	%
Accepting Home Visits	337	96.01	79	94.05
Rejecting Home Visits	14	3.99	5	5.95
Total	351	100.00	84	100.00

Community Jacksonville

Attachment #1 (Objective 3)

Please Note: Please indicate the frequency of each decision according to the category and meeting in the appropriate boxes.

MEETING NAMES

DECISION CATEGORIES:	City-Wide PAC	Sub-PAC	Executive Board	Personnel Screening	Parent Activities	Workshops	Social Services	Career Development	Proposal	By-laws	Curriculum	Raw Totals
Parent Volunteering (classroom, activities, committees)	10											10
Activity Functions	17	1	4				1		6			29
Meeting Date, Time, Place, and Attendance (Urged to Attend)	3		4			2						9
PAC Officers	7											7
Parent Participation (At Meetings)	2		2									4
PAC By-Laws and Guidelines	3										1	4
Selection of P. E.s and Professional Applicants	6		2	22								30
Budget			2									2
Proposal	2								4			6
Tasks	1								1			2
Donations for class, kids, etc.			1									1
Comprehensive Services (credit handling, nutrition, dental, medical)	1						9					10
Child Behavior (Behavior and how to deal with it						1						1

Attachment #1 (Obj. 3 cont.)

MEETING NAMES

Community Jacksonville

DECISION CATEGORIES	City-Wide PAC	Sub-PAC	Executive Board	Personnel Screening	Parent Activities	Workshops	Social Services	Career Development	Proposal	By-Laws	Curriculum	Raw Totals
Washington (Letter Writing)												0
Parent Involvement at home and in general						1						1
Setting up Committees and Committee Business	1	5				2						8
Conferences (includes workshops)	1	13										14
Parent Educators (requirements, their job to solicit parents to attend the meetings)												0
Evaluation Decisions (questionnaires, etc.)	1	78				30						109
Miscellaneous 1. Reinforcement for: a. attending b. officers c. lunchroom workers						3						3
2. Needs Assessment	3	80							1			84
3. Shorten Meeting for speaker on property settlement												
4. Brainstorming			7					2				9
5. Volunteer for various services (other than Classroom, etc.)	2	81							2			85
6. Classes for parents (Requests)							1	21				22
7. Solicit people to support Follow Through	6		1									7
Column Total	66	258	23	22	0	39	11	23	14	0	1	457
# Meetings	9	10	4	8	19	19	4	4	2	1	1	81